

CHAPTER 1

INTRODUCTION

In this part the writer presents the reasons for choosing the topic, statement of the problems, the purpose of the research and the scope of the study.

A. Background of the Study

There are various reasons for the importance of English. The presence of English as a universal language assumes importance in the fact that many people leave their countries not only for the business and pleasure, but also for studying. Education has increased the role of English. People who go to another country use English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This again reinforces the fact that English is very important.

The writer is concerned with education especially the importance of English for Information System (IS) students, English plays an important role for their life because they always contact with computer and also internet. This is the language in which most of the programs, information and websites are available. They are very difficult to translate each and every relevant webpage into Indonesian language. English is

bound to grow. Thus the importance of English as a language is emphasized.

Syllabus design is an interesting topic in language teaching. When we talk about syllabus, it is not separated from curriculum. The system in a curriculum can be conceptualized as three interrelated process: planning, enacting (teaching and learning) and evaluating (Snow and Kamhi-Stein, 2006 : v).

Planning processes include

- Analyzing the needs of learners, the expectation of the institution and the availability of resources.
- Deciding on the learning aims and goals needed to achieve them and organizing them in a principle way.
- Translating the aims into materials and activities.

Enacting (teaching and learning) processes include

- Using the materials and doing the activities in the classroom.
- Adjusting them according to learners' needs, abilities and interests.

Evaluation Processes include

- Assessing learners' progress toward and achievement of the aims.
- Adjusting the aims in response to learners' abilities and needs.
- Gathering information about the effectiveness of the aims, organization, materials, and activities.

The writer draws the limitation of this study. The writer only focuses in the planning processes. It means the writer analyzes the learners' needs, decides the learning aims and goals needed to achieve them, organizes them, and then translates the aims into materials and activities in syllabus.

There are some researches about syllabus design in many different areas. One of the research is *An English For Specific Purposes Curriculum To Prepare English Learners to Become Nursing Assistants* written by Abel Javier Romo from Brigham Young University. This project details the designing and implementation of an English for Specific Purposes (ESP) Curriculum to prepare English learners to become Certified Nursing Assistants (CNA) at Utah Valley Regional Medical Center (UVRMC) in Provo, Utah.

The result of this study showed that this report covered the linguistic needs analysis of the participants, situational analysis of UVRMC in terms of the support given to the curriculum, the designing of goals and objectives, the syllabus, the teaching of the syllabus, some material development, and the assessment of language learning. It also describes the instruments used to obtain information during each step of the designing of the curriculum and its implementation, analyzes that information, presents results, assesses the curriculum's efficiency, and explains the implications for other ESP curricula in the field of nursing and other scientific fields.

Planning a syllabus of English for Tourism Class was also conducted by M Taufiq al Makmun from Sebelas Maret University. He discussed how to plan a syllabus of English for Tourism class. However the previous studies have not discussed yet about English for Information System. Therefore this study focused in a deep analysis of Information System students' needs, problems and use their needs and problems to redesign an English syllabus.

Redesigning a syllabus is very important in teaching and learning process. Students cannot learn everything about a subject they learn from a random collection of unrelated items. Therefore, the teacher needs to develop a systematic plan for course content which will lead to the desired learning outcomes. Based on the general background above, the writer proposes the following considerations: (1) For the Information System students, English, computer and internet are becoming very important (2) Based on the pre observation (see the appendix 1), the teacher often finds hard to choose appropriate materials related with English for Information System and sequence the related items in systematic way.

For those reasons, it is necessary to do a research for analyzing learner needs and selecting materials. They will play a major role in determining what syllabus will be adopted and sequencing them systematically. Developing a syllabus is a major decision in language teaching, and it should be made seriously and with as much information

as possible. For those reasons, the writer has several problems that must be answered, those are: (1) what are the Information System students' problems in learning English? (2) What do the Information System students need in learning English? (3) What is the process of redesigning syllabus for the Information System students?

From the explanation above, the writer draws the limitation that this study is only focus in the planning processes. It means the writer will analyze the needs of learners, the expectation of the institution and the availability of resources, decide on the learning aims and goals needed to achieve them and organize them in a principle way, then translate the aims into materials and activities planning in syllabus.

B. Purpose of the Study

The purpose of the study is (1) To analyze the Information System students' problems in learning English (2) To analyze Information System students need in learning English (3) To redesign a syllabus for the Information System students.

C. Scope of the Study

This research focuses on: the Information System students' needs, selecting what needs to be learnt and sequencing the element of the course.

D. Operational Definition

Operational definition consists of explanation of several keywords in the thesis' topic. Those keywords are:

- syllabus is a guide or map for the teacher and the learners in the teaching and learning process.
- redesigning is a process of selecting and sequencing syllabus content, based on explicit objectives to achieve certain competences.
- Information System is a study about how to build and implement Technology of Information in business process, so a business will be able to effectively achieve its goals by applying IT in business.
(<http://www.cs.ui.ac.id/lang/id/pendidikan/penerimaan/perbedaan-ilmu-komputer-dan-sistem-informasi/>).
- Literacy-based learning activities is a kind of learning activity that are designed and appropriated with students' level of language study.

E. The Organization of Writing

The writer writes this thesis in five chapters. Chapter 1 is an introduction, the writer writes five points. Those are (A) background of the study, (B) purpose of the study, (C) scope of the study, (D) previous study, (E) operational definition and (F) the organization of writing.

Then, chapter II is literary review, the writer writes eight points. Those are (A) definition of curriculum, (B) components of curriculum,

(C) general concept of syllabus and syllabus design, (D) the types of syllabus, (E) syllabus for English for specific purposes, (F) literacy based, (G) principle of designing syllabus, (H) format and component of syllabus.

Chapter III is research method contains three points. Those are (A) data presentation, (B) data analysis, (C) finding presentation. Chapter IV is results and discussion. Part A is results. They consist of curriculum, syllabus, the students' needs in learning English and students' problems in learning English. Part B is discussion, the writer explains the process of redesigning syllabus, syllabus content validation and revision and recommendation. The last chapter is conclusion. It consists of conclusion of the research and suggestions.

CHAPTER II

LITERARY REVIEW

In this part the writer presents the general concept of syllabus, the types of syllabus, syllabus for English Specific Purpose, principle of designing syllabus then format and components of syllabus.

A. Definition of Curriculum

Curriculum has numerous definitions, which can be slightly confusing and some confusion exist over the distinction between curriculum and syllabus. In a distinction that is commonly drawn in Britain, “syllabus” refers to the content or subject matter of an individual subject, whereas “curriculum” refers to the totality of content to be taught and aims to be realized within one educational system. On the other hand, in the USA, “curriculum” tends to be synonymous with “syllabus” in Britain (White, 1988: 4). So the writer would like to make clear definition of curriculum and syllabus in this investigation. Based on Indonesian Educational System, it refers to the term of curriculum and syllabus in the Britain.

B. Components of Curriculum

When we talk about syllabus, it is not separated from curriculum. Curriculum development processes are central elements in language

program. The system in a curriculum can be conceptualized as three interrelated process:

Planning processes include

- Analyzing the needs of learners, the expectation of the institution and the availability of resources.
- Deciding on the learning aims and goals needed to achieve them and organizing them in a principle way.
- Translating the aims into materials and activities.

Enacting (teaching and learning) processes include

- Using the materials and doing the activities in the classroom.
- Adjusting them according to learners' needs, abilities and interests.

Evaluation Processes include

- Assessing learners' progress toward and achievement of the aims.
- Adjusting the aims in response to learners' abilities and needs.
- Gathering information about the effectiveness of the aims, organization, materials, and activities.

(Snow and Kamhi-Stein, 2006 : v-vi).

Based on that explanation, the writer concludes that steps of the planning processes are needs analysis, goal setting and syllabus design. The next steps are enacting process includes materials design, teaching and learning process at the classroom. The last steps are evaluation process includes monitoring, feedback and evaluation. It is very clear to

describe that designing syllabus is in the planning process of the whole curriculum component.

C. General Concept of Syllabus and Syllabus Design

A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher and the learners. Developing of a syllabus is a major step in language teaching, and it should be made as consciously and with as much information as possible. There are many definitions of syllabus according to many experts.

One of them is from *Departemen Pendidikan Nasional*. Syllabus is a teaching and learning plan on a and / or groups in certain topics that include standard competence (SK), basic competence (KD), learning materials, learning activities, indicators of achievement of competencies, assessment, time allotment and learning resources. (*Departemen Pendidikan Nasional*, 2008 : 16)

For obtaining a good syllabus design, the writer must pay attention to the following principles. *Departemen Pendidikan Nasional* explains:

1. Science

The overall materials and activities into the syllabus content must be true and can be accounted for scientifically.

2. Relevance

The scope, depth, level of difficulty and sequencing materials in the syllabus must be adapted to the intellectual level of students.

Correspondence between the content and learning approach that is reflected in learning materials and learning activities in the syllabus with the level of learners will affect the meaningfulness of learning.

3. System

Syllabus components are functionally interconnected. SK and KD are the main reference in syllabus design. From both of these components, determine indicators, select the necessary learning materials, appropriate teaching and learning activities, time and media, as well as technical and appropriate assessment instrument to determine competency achievement.

4. Consistency

A consistent between KD, indicators, learning materials, learning activities, resources, assessment techniques and instruments.

5. Adequacy

Coverage indicators, learning materials, learning activities, learning resources, and assessment system is adequate to support the achievement of KD. With this principle, then the demands of competency must be met by the development of learning materials and learning activities are developed.

For example, if SK and KD requires the ability to analyze an object of study, the indicators of competency achievement, learning

materials, learning activities and assessment techniques and instruments must be adequately supports the ability to analyze.

6. Context

Coverage indicators, learning materials, learning experiences, learning resources, and assessment system considering the development of science, technology in real life, and the events that occurred.

In addition, the use of media and information technology-based learning resources, such as computers and the Internet should be optimized, not only for the achievement of competence, but also to inculcate habit of looking for a more extensive information to students.

7. Flexibility

The flexibility of syllabus enables the development and adjustment to the conditions and needs of the community.

8. Comprehensiveness

Learning activities in the syllabus should be designed in such ways so that learners have the freedom to develop his abilities, not just the cognitive ability, but also to sharpen the ability of an optimal life skill. (*Departemen Pendidikan Nasional*, 2008 : 16-18)

Other opinion also states by Richards. A syllabus is a specification of the content of a course of instruction and list what will be taught and tested. Then, syllabus design is the process of developing a syllabus (Richards, 2001:2) and redesigning a syllabus is a process of selecting and sequencing content, based on explicit objectives to achieve certain competences.

Based on two definitions above the writer concludes that syllabus is a public document, usually prepared by teachers and negotiated with learners. Syllabus is constructed by selecting and sequencing content, based on explicit objectives to achieve certain competences.

D. The Types of Syllabus

To develop an appropriate syllabus for the class we have to know the distinction of the each syllabus. Richards (2001: 153-164) says that there are nine types of syllabus:

Table 2.1 The types of Syllabus

No.	Name of syllabus	Explanations
1.	Grammatical syllabus	It emphasizes on teaching of the grammatical items. It assumes that language consists of a finite set of rules which can be combined in various ways to make meaning.
2.	Lexical	It emphasizes on the target vocabulary to be taught

	syllabus	in the learning process.
3.	Functional syllabus	It emphasizes around communicative competence.
4.	Situational syllabus	It emphasizes around the language needed for different situation.
5.	Topical syllabus	It emphasizes around themes, topics, or other units of content.
6.	Task-based syllabus	It emphasizes around tasks that students will complete in the target language.
7.	Text –based syllabus	It emphasizes texts and samples of extended discourse.
8.	Competency-based syllabus	It emphasizes on a specification of the competencies learners are expected to master in relation to specific situations and activities.
9.	Skills- based syllabus	It emphasizes around the different underlying abilities that are involved in using a language for purpose such as reading, writing, listening or speaking.

The writer develops some of the syllabus based on the curriculum observation and result of students' need analysis. Further more with reference to pre observation of the curriculum and syllabus; there are

three possible syllabuses to use. Those are topical syllabus and competency-based syllabus.

E. Syllabus for English for Specific Purpose

There are many definitions of English Specific Purpose (ESP) as the number of scholars who have attempted to define it. According to Hutchinson and Walters (1990), taken from <http://cborba.tripod.com/ESPoli.htm>, explained ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning. So the concern of English Specific Purpose is to make language courses more relevant to students' needs.

Romo (2006:9) cited in Mackay and Mountford defined ESP that takes place in specific settings by certain participants. They stated that those participants are usually adults. They focused on adults because adults are usually highly conscious of the reasons to attain English proficiency. Adults make real use of special language in the special settings they work. Romo (2006:9) also cited in Robinson defined ESP as ones in which the participants have specific goals and purposes (again, academic, occupational, and scientific).

This study refers to English for Information System where the ESP students are usually studying English in order to carry out a particular role in Information System context. Information System is a

study about how to build and implement technology of information in business processes that exist today, so a business will be able to effectively achieve its goals by applying IT in business. (<http://www.cs.ui.ac.id/lang/id/pendidikan/penerimaan/perbedaan-ilmu-komputer-dan-sistem-informasi/>). From the explanation above the writer concludes ESP is the teaching of specific and unique English (specialized discourse in information system) to learners, who will use it in a particular setting (computer science) in order to achieve a goal or competences.

F. Literacy Based

1. What is literacy?

Literacy needs to occur from the beginning stages of second language learning. Literacy is the quality of being literate. In the teaching material, Agustien explains the definition Literacy from Kern (2000:17-18), Literacy is essential for all language learners, and at all levels of language study. The goal of a literacy-based is to engage learners in activities, not only at the advanced, Level of study, but at introductory and intermediate levels as well. The level of literacy for university students is epistemic level. It means students can use English to transform knowledge (lecturing, writing reports, reading references etc.). For analyzing students' English ability, the writer gets the data of the students' English level of ability from the questionnaire.

2. Literacy principles

English Language Teaching is to make people literate. Literate person is people who are able to participate in the modern community life that requires English. Agustien wrote at her teaching materials (23-29 slide pages) that there are seven literacy principles:

a. Interpretation :

In the process of reading for example, author and reader participate in the process they are involved in the two kinds of acts of interpretation. First, the authors interpret the phenomena (events, experiences, ideas, and so on), which is basically not a language, and then he wrote. Then, the readers interpret the results of interpretation of the author based on background knowledge.

b. Collaboration :

When someone writes something, he writes to a specific audience, even when it is writing for himself, such as notes, diaries and so on. Decisions regarding what needs to be written, what does not need to be written based on the understanding of the audience. Readers also contribute to this process; reader includes motivation, knowledge, and experience to interpret the text they read.

c. Convention

According to experts, the way people read and write text not be universal, but is governed by conventions or rules that are adhered

together. Rules are rules of language such as grammar, sentence patterns such as the procedure to write text or genre.

d. Cultural Knowledge

This culture includes cultural knowledge shared knowledge (cognitive) that are dynamically generated through social activities are often conducted through the medium of language.

e. Problem solving

Vocabulary is always on the linguistic context (such as sentences) and context situation (topic). Language is also a tool to think and work to solve the problem.

f. Reflection

In the context of foreign language communication, reflection is very necessary because foreign language is not yet a part of students' intuition. Grammatical knowledge plays a major role. In communication, knowledge of grammar is used as a tool to monitor what is said or written. So, people repeat the utterances using correct grammar. This is an example of how students are able to reflect cognitive with the knowledge he had.

g. Language use

Literacy is not about knowledge, literacy is how language is used in the context of oral and written to create a discourse. The creation of discourse is on the sociocultural context and language context so that

its development depends on how often students are faced with the challenge of communicating.

3. Literacy levels

Wells in Burns and Joyce (1992: 9-10) describes a number of levels of literacy:

a. Performative Level (SD/ Elementary)

Students can use English to accompany actions, participate in classroom and school interactions, and recognize simple written English.

b. Functional Level (SMP/ Junior High School)

Students can use English to get things done, use English for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, read and write simple texts, read popular science, etc.)

c. Informational Level (SMA/ Senior High School)

Students can use English to access accumulated and use English in informal and formal contexts.

d. Epistemic Level (University)

Students can use English to transform knowledge (lecturing, doing research, writing reports, etc.) and use English for aesthetic purposes.

Different opinion is stated by Richards (2001: 75), he states the students' English levels of ability are

- a. Basic (lower) level : Know a few words and fixed expressions; cannot manage conversational exchanges; respond to question and answer exchanges on a few topics; very limited vocabulary, grammar, and knowledge of idioms; pronunciation heavily influenced by mother tongue.
- b. Basic (upper) level : Know a limited number of common words and expressions; able to manage limited, short conversation on a few predictable topics; survival level knowledge of vocabulary, grammar, and idioms; pronunciation heavily influenced by mother tongue.
- c. Intermediate (lower) level : Have reasonable fluency on a restricted range of topics but difficulty outside a limited range of topics; many problems with words, idioms, grammar and pronunciation.
- d. Intermediate (upper) level : Students are able to manage familiar situations and topics, though still some difficulties with vocabulary, idioms, grammar, and pronunciation.
- e. Advanced level : Students are able to converse fluently and naturally on most topics; little difficulty with vocabulary, idioms, grammar and pronunciation.

The writer analyzes the level of literacy for university students is epistemic level. It means students can use English to transform knowledge (lecturing, writing reports, reading references etc.). For analyzing students' English ability, the writer gets the data of the students' English level of ability from the questionnaire.

G. Principle of Designing Syllabus

In this section the writer look at the options available in research for starting points in planning a syllabus. Syllabus design is essentially concerned with the selection of content. The problems associated with selecting content and learning experiences would be relatively straight forward. As a consequence, the writer must make judgments in selecting syllabus components, so the first step to design the syllabus is needs analysis. The syllabus designer finds out what the students needs to learn relating to English for Information system. Richards (2001:145) also states principles of planning a syllabus:

1. Developing a course rational
2. Describing entry and exit level
3. Choosing course content
4. Sequencing course content
5. Planning the course content
6. Preparing the scope and sequence plan

While Snow and Kamhi-Stein (2007 : 68-73) defines the process of designing syllabus as:

1. Needs analysis
2. Formulating goals
3. Organizing the course content

Different opinion also stated by Departemen Pendidikan Nasional (2008:20) *Panduan Umum Pengembangan Silabus* (general guidance for designing syllabus)

1. Observing that the standard competence should be in line with the basic competence.
2. Constructing the potential main material.
3. Arranging the learning activities.
4. Deciding the indicators.
5. Deciding the evaluation.
6. Deciding the time allotment.
7. Mentioning the sources.

In planning a syllabus, the writer decides to combine three opinions, those are

1. Needs analysis

Nunan (1988:75) states needs analysis is procedures for gathering information about learners' needs. The same opinion is stated also by Richards (2001: 51), he states procedures used to collect information

about learners' needs are known as needs analysis. The ultimate goal of needs analysis activities is to prepare a set of course objectives and select the content of the syllabus. The user is the teacher who will teach the students as the target of need analysis.

A variety of procedures can be used in conducting need analysis. Since any one source of information is likely to be incomplete or partial, a triangular approach (collecting information from other source) is advisable. Information could be obtained from the following sources;

- (1) Obtaining relevant information such as books, textbook, journal articles, reports and surveys. The writer is also able to analyze the textbook.
- (2) Collecting Information from the students and the teacher via questionnaire. Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. (Richards.2001:60).

The writer could design needs analysis instrument in the form of questionnaire. The writer takes some questions of needs analysis from Richards (2001:80-88). The content of questionnaire consists of: (1) Overview of skills needed and difficulties encountered (2) Overview

of topics needed, (3) Communicative Competence Components: Skills (listening, speaking, reading, writing), linguistics competence (grammar, vocabulary, pronunciations, punctuation, stress and spelling), Socio-culture and communication strategy and fun activities.

2. Goals Formulating

Stating the goals is the crucial dimension of decision making in syllabus design. Here the writer assumes that goals nearly same as competence standard. What level students may be expected to reach at the end of the course? Several key assumptions about goals (Richards, 2001: 112) can be summarized as follows:

- Goals are usually general statement
- People are generally motivated to pursue specific goals.
- A program will be effective to the extent that its goals are clearly describe.

3. Sequencing the course content

The steps of sequencing the syllabus are as follows:

- (a) Observing that the competence standard should be in line with the basic competence,
- (b) Constructing the potential main material,
- (c) Arranging the learning activities,
- (d) Deciding the indicators,
- (e) Deciding the evaluation,

(f) Deciding the time allotment,

(g) Mentioning the sources.

H. Format and Components of Syllabus

1. Format of syllabus

Bharati (2009:10-11) and *Departemen Pendidikan Nasional* (2008:30)

explains that the format of syllabus is as follow:

SYLLABUS

Majority :

Subject :

Class/Semester :

Competence Standard :

Basic Competence :

Main Material	Learning Activities	Indicator	Evaluation	Time allotment	Sources

2. Components of syllabus

The explanations of the components are as follow:

a. The specification of the Students

The students are 1st semester of Information students of STMIK

Amikom Purwokerto. They are around 17-19 years old. They have

high motivation to learn English but lack familiarity of the English for the computer science.

b. Competency-Based

Mc. Ashan in *Departemen Pendidikan Nasional* (2008 : 6) states Competence-based is a learning program where learning outcomes or competencies that are expected to be achieved by the learner, delivery systems, and indicators of achievement of learning outcomes are formulated at the first time of planning.

There are two competencies; Competence Standard (SK) and Basic Competence (KD). There are several rules of applying SK and KD base on *Departemen Pendidikan Nasional* (2008:29), those are

- 1) Certain verb such as "identifying" can be used both in SK and KD. It's just that the scope of learning material of SK is broader than the material in KD.
- (2) SK can be formed into 3 to 6 KD. One KD / minimal competence can be translated into at least 3 point indicator. In the SK and KD has not load indicator.

- Competence Standard (SK)

Competence standard is a minimal ability qualification learner that describes the acquisition of knowledge, attitudes, and skills that are expected to be achieved in semester on a subject. (*Departemen Pendidikan Nasional*.2008:28). It covers four skills to

communicate in English both oral and written fluently and accurate must be in accordance with its context.

Example :

Mendengarkan

Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan yang memiliki tujuan komunikatif, struktur teks, dan linguistik tertentu.

Berbicara

Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan yang memiliki tujuan komunikatif, struktur teks, dan linguistik tertentu.

Membaca

Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks,

Menulis

Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks, dan linguistik tertentu. dan linguistik tertentu.

(Departemen pendidikan Nasional. Standar Kompetensi Bahasa Inggris.2004:16)

- Basic competence (KD)

Basic competence is a minimum ability that must be acquired by the students for certain standard competence. *(Departemen Pendidikan Nasional.2008:27)*

c. Main Material

The writer must be careful in selecting and sequencing material because this is one of the most essential parts of syllabus design.

The writer decides to find out as many references as possible to get appropriate material of English for Information System (Computer Science). The writer combines the materials from Amikom Textbook and Snow and Kamhi-Stein (2006:43-47). The writer selects Kamhi-Stein model because of some reasons, those are:

1. Kamhi and Stein already conducted the study at University course in Spain about English syllabus for computer science .
2. Students at one of the university in Spain and STMIK Amikom Purwokerto were at the lower intermediate of English proficiency. So there is a similar level of literacy.

Based on those reasons, the writer proposes materials and skills that should be reconsidered.

- With respect to the topics, they include :
 1. Introduction and greeting (on line communication)
 2. Classroom and laboratory objects : computer, LCD etc
 3. Everyday life (on line communication)
 4. Occupation and work places : the future of IT
 5. Looking back : problems of computer applications
 6. Favorite: Multimedia (music, movies, TV programs etc.)

- With respect to the skills, they include

1. Listening

It is essential for oral interaction as the students would find themselves talking with professional contacts about computers or in conferences and workshops about computers. The writer takes computer-related topics with exercises to listen for general and specific information, exercises to fill in the gaps with technical vocabulary and note taking (Snow and Kamhi-Stein, 2006 :48).

2. Speaking

It is a necessary skill where the students must focus on the language specific to the fields of knowledge and not on general English. So the related items such as topics, grammar and vocabularies still must be in line with the field. The students have to practice of grammar points in the specific topics needed (Snow and Kamhi-Stein, 2006 :47).

3. Reading

It is a necessary skill where the students must focus on reading process; such as scanning, skimming, guessing words from context and making inferences in the specific discourse (Snow and Kamhi-Stein, 2006 :47).

4. Writing

It is a necessary skill in a context where most jobs in computing are in international companies whose written communication is in English. The materials are computer-related topic. it also focuses on verb agreement, connectors of time, sequencing, structure and organization ideas such as describing process, describing functions, writing advantages and disadvantages, reporting problems, writing a curriculum vitae and writing a summary (Snow and Kamhi-Stein, 2006 : 47,50).

- With respect to the Linguistics competences, they include

1. Vocabulary

It is crucial for reading comprehension because lack of the vocabulary impedes it. Selecting of vocabularies is specialized to function in students' needs and professional life. Vocabulary material will be related to the topics (Snow and Kamhi-Stein, 2006 :50).

2. Grammar

It is taught functionally in written or oral expressions. The materials are pronoun, possessive adjective, noun, quantifiers and verb tenses; present simple, present continuous, past simple and future.

3. Punctuations

It is an extension activity of the writing. Students must be able to use appropriate punctuations in their composition such as; (.), (,), (?), (!), (“ “).

4. Pronunciation

It is not usually taught in high school, but actually this is a basic knowledge of the sounds. Students must practice, recognize and improve the pronunciation of unknown words. They can learn of vowels, consonants, numbers, spelling, stress and linking.

- With respect to the Socio-cultural competence and communication strategy, they include

Socio-cultural competence is a competence that must be owned by students related to the ability of verbal and non verbal communication. For example: Body language, eye contact, degree of formality, cross-cultural understanding and social context understanding. It is taken from University of Michigan (<http://sitemaker.umich.edu/356.kyprianides/home>.)

- With respect to the fun activities, they include a variety of interesting and enjoyable activities provides through individual and group activities, such as role plays, pair group and whole class activities.

d. Learning Activities

The writer needs to formulate a variety of learning activities that are expected to be experienced by students. Formulated a set of learning activities will guide teachers in planning for the learning process. There are many kinds of learning activities, one of them is the teaching and learning cycle adapted from Callaghan and Rotheryz. (Burns and Joyce.1992:17).

Classroom programming is based on four stages in a teaching-learning cycle which are aimed at providing support for learners as they move from spoken to written texts. They involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic.

The four stages are:

1. Stage one: Building Knowledge of Field (BKOF)

The first stage is one of the most important in teaching and learning activity. Teacher assist students to gain an understanding of context of the materials have discussed. At this stage, students enable to build up and extend vocabulary in

context, explore cultural including shared experiences such as knowledge of topic, practice grammatical patterns in context.

2. Stage two: Modeling of Text (MOT)

This stage has aims at building students' knowledge of the general context of the topic and the teacher can be a good model for the students.

3. Stage three: Join Construction of Text (JCOT)

The major focus at this stage is the discussion between teacher and students and between students' contributions and the appropriateness to the topic.

4. Stage four: Independent Construction of Text (ICOT)

In this stage, the students are able to construct written or oral text independently.

e. Indicators

Indicators are used to know the students' comprehension of the material. The teacher can use the check list contains a set of indicators in assessing the long term.

f. Evaluation

Evaluations are set of instrument to measure students' ability. In university students, the teacher usually provides set of written or oral test in every meeting. Basically, the teacher is advised to do the monitoring and assessment based on a portfolio or record of

personal achievement for every student that is collected in special folder. With this record will be apparent and the students very quickly meet the demands formulated in the basic competence. In a syllabus, there are three columns; type of test, form of test and instrument. Type of test will be spoken or written test. There is much kind of form of test, such as multiple choice, fill in the blanks, completing dialog, oral performance. Then the last one is instrument. It is several questions that must be answered by the students.

g. Time Allotment

Time allotment is the time provide for teaching and learning process. In Bahasa Inggris 1, the time allotment is a hundred minutes.

h. Source

Source is reference that is used by the teachers. Multiple sources are possible used in one topic.

CHAPTER III

RESEARCH METHOD

In this part the writer presents data of study design, steps of conducting a case study, schedule of the research, data analysis and result presentation.

A. Data Presentation

The research was conducted at Information System class, Sekolah Tinggi Manajemen Informatika dan Komputer AMIKOM Purwokerto. The data of needs analysis was from the 1st semester Information System Students of STMIK AMIKOM academic year 2009/2010. The population was 200 students. The writer used random sampling because it can get more accurate representation. The writer took 20 % of the population randomly from population as respondents. Individuals were chosen in such a way that each had an equal chance of being selected (John and James, 2004, 14).

Research is systematic process of inquiry consisting with elements or components: questions, problems, data, analysis and interpretation of data (Nunan. 1992 : 3). Research is carried out in order to get the result with scientific methods objectively, solve the problems and enlighten both researcher and any other interested readers. The writer uses qualitative

method. It approaches examine questions and interpret various questions that can be answered by verbally.

A case study is a single case study to observe the characteristics of an individual unit (Nunan, 1992:77). Based on Johnson, a case study is a study of one case. While based on Stake (1988: 258) cited in Johnson's book, a case study is a study of a "bounded system", emphasizing the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time.

Sukmadinata (2006:64) also states a case study is study of a bounded system. It can be a program, activity, event, or a group of people in a certain place and time. A case study is a kind of research that focuses to obtain and to interpret the data. The researcher is able to use several data collection techniques such as; observation, interview and document study. All of the data emphasizes in unity and wholeness of the case.

This study constitutes a qualitative approach that focused in a case study. There are several types of case study. Yin in Cohen (2005:183) identifies three types of case study:

- (a) Exploratory (as a pilot to other studies or research questions). It acts as a pilot can be used to generate hypotheses that are tested in larger scale surveys, experiments or other forms of research, e.g. observational ;

- (b) Descriptive (providing narrative accounts);
- (c) Explanatory (testing theories).

Merriam in Cohen (2005:183) also states three types of a case study:

- (a) Descriptive (narrative account);
- (b) Interpretative (developing conceptual categories inductively in order to examine initial assumptions);
- (c) Evaluative (explaining and judging).

Other opinion is also stated by Stenhouse in Cohen (2005:183). He identifies four kinds of case study; (a) An ethnographic case study; (b) Action research case study; (c) Evaluative case study and (d) Educational case study.

From the preceding analysis it is becoming clear that case studies frequently follow the interpretative tradition of research – seeing the situation through the eyes of participants rather than the quantitative paradigm.

Individual unit of this study is a syllabus of English of Information System class at STMIK Amikom Purwokerto. The writer used a case study to describe and interpret the problems and needs of Information System students in learning English. The writer used a case study because this study is descriptive and interpretative. There are more research data regarding the interpretation of the data found in the field and of course

supported by the theories that are available and relevant (Sugiyono, 2009:13 -14).

Procedure of conducting the research based on Sukmadinata (2006:100-101):

a. Potential Problems

Research departs from any potential or problem. Potential data and problems based on research reports of others, or documentation of activities of individual reports or particular institutions that are still up to date (Sugiyono, 2009:411). In this study the potential problems derived from the pre observation and observation of curriculum, syllabus, and teacher.

b. Data Collection

After the potential data and problems can be shown factual and up to date, then we need to collect various information (1) collecting curriculum and syllabus syllabus of English at STMIK Amikom Purwokerto, (2) collecting questionnaire of students' needs analysis.

c. Data Analysis and Interpretation

The process of the research is interpretative because more research data regarding the interpretation of the data found in the field and supported by the theories that are available and relevant (Sugiyono, 2009: 13-14). The writer conducted: (1) analysis of the curriculum, (2) analysis of the syllabus, (3) analysis of students' problems in

learning English, (4) analysis of students' needs in learning English. After the writer analyzed and interpreted the data at the field, the writer proposed a recommendation. A recommendation is very useful for decision maker (teacher / lecturer and the institution). So the writer conducted:

(1) The process of redesigning the syllabus

The writer explained the process of redesigning the syllabus based on related theories and references.

(2) The syllabus content validation.

The syllabus validation was the process of activities to assess whether the redesign syllabus rational. Validation is an assessment based on rational thinking and accuracy of the content to the theories. According to Sugiyono (2009:414) Product Validation was done by presenting experts who have experience to evaluate the product, so that they could analyze the weaknesses to improve the product. Product validation was done by discussion and questionnaire.

(3) The syllabus content revision.

After product validation, the writer revised the content.

d. Final report

The writer concluded the result, the analysis, the interpretation and the recommendation of the research.

The writer applied two main methods to get the data; they were field study and library study. Field study was a method to observe and describe students' problems in learning and teaching process, to observe the curriculum, to observe the 1st semester syllabus, to know students' needs in learning English and to examine and revise the new product of syllabus by conducting limited test to the public. Library study used to collect theories for developing and redesigning the syllabus based on needs analysis. The methods to collect the data are from observation, questionnaire and triangulation.

1. Procedures of collecting data were as follows:

- Observing the curriculum.
- Observing the 1st semester syllabus (must be in line with curriculum).
- Observing the teacher problems in applying the syllabus used.
- Giving the needs analysis questionnaire to the samples.
- Collecting supporting theories.
- Collecting suggestions from the experts judgment (Head of Amikom Academic Department, Senior lecturer of computer science, senior lecturer of linguistics competence)

2. Instruments

The instrument used in gathering data was:

- Teacher's problem analysis questionnaire in applying the syllabus used.

- Needs analysis questionnaire.

Closed question : was answered by choosing alternatives provided.

- Form for experts' judgment.

The writer gives the form for experts judgment to three different experts; (1) the expert of Linguistics competence (2) the expert of computer science (3) the head of academic department.

B. Data Analysis

In answering the research problems, the writer analyzed the data obtained from the sample. In analyzing the data, the writer used descriptive and interpretative methods. some step of data analysis are:

- (1) Analysis of Amikom curriculum

The writer analyzes the curriculum of English at STMIK Amikom Purwokerto. The analysis focuses on what is the curriculum they used, what are goals of English subject and what are objectives of *Bahasa Inggris I* subject.

- (2) Analysis of Amikom syllabus.

It includes format analysis, content analysis and the problems analysis in applying the syllabus used.

- (3) Analysis of the data from the questionnaire. the writer makes data tabulations. It was used to analyze the data easily.

- (4) Analysis of the theories that used to design the syllabus based on the data tabulations above.
- (5) Analysis of experts' judgment and revise the syllabus (must be done more than once time).

C. Finding Presentation

After analyzing the data, the writer presented the result in formal way. The writer did not use any symbols or sign for presenting the result. The writer presented clear description and analysis of Amikom curriculum and syllabus. There are some analysis of the students' problems and needs in learning English included some interpretations of data in the research finding.